

## **University of South Carolina Columbia**

Act 629 – Summary Reports on Institutional Effectiveness  
Fiscal Year 2005-2006

This report includes General Education, Majors/Concentrations, Success of Transfer Students, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

### **Success of Transfer Students**

[The most recent transfer reports can be found here.](#)

### **Assessment of General Education**

General education is an important component of a student's educational experiences at the University of South Carolina. It provides the foundation upon which all other knowledge builds. In 1993, the Assessment Advisory Committee developed criteria for assessing general education in the following areas: written, oral and electronic communication; math and science; social/behavioral sciences; and humanities and cultural goals. Eleven general education goals provide the foundation for USC's Criteria for the Assessment of General Education.

The eleven goals are:

- Students communicate clearly in written English, demonstrating their ability to comprehend, analyze and interrogate critically.
- Students communicate orally in a manner that unites theory, criticism and practice to produce effective communicators.
- Students use computers and other technology effectively.
- Students perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.
- Students demonstrate an understanding of physical and/or life science phenomena and the use of scientific methods and theories.
- Students demonstrate an understanding of the processes of human behavior and social and cultural interaction, as well as the use of social and behavioral science perspectives to interpret them.
- Students demonstrate an understanding of the historical development of culture over time and its relation to the present.
- Students are familiar with the diversity of a global culture marked by racial, ethnic, gender and regional differences.
- Students communicate orally and in writing in another language.
- Students demonstrate an understanding of the contribution of literary, visual or performing arts and their cultural context, as well as express informed personal responses to artistic creations.
- Students integrate insights from several disciplines and apply them to value choices and ethical decisions.

Information about student success meeting these goals is collected in a variety of ways. Staff in the Office of Assessment and Compliance have been administering the Academic Profile to students in University 401 classes for a number of years. The Academic Profile is a national test developed by Educational Testing Services (ETS) that measures college-level reading, college-level writing, critical thinking, and mathematics within the context of the humanities, the social sciences, and the natural sciences. The multiple choice questions focus on the academic skills developed in general education courses rather than knowledge acquired. Students taking U401 are usually seniors, although a few juniors and even some sophomores have been tested over the years.

Year	# Tested	USC Average Overall Score	Score at 50 <sup>th</sup> Percentile Rank (Nationally)
Spring 2006	15	449.3	448
Fall 2005	68	446.3	444
Spring 2005	30	462.3	465
Fall 2004	36	459.9	465
Spring 2003	43	453.6	457

As the above table illustrates, over the years, our students have performed relatively well on this test. The trend appears to be upward; in earlier years, our students scored slightly below the 50<sup>th</sup> percentile, and in recent years, USC average scores are slightly above the 50<sup>th</sup> percentile.

Our students, on average, score within the 95% confidence interval on all of the tests subscore areas as well. These are critical thinking in the areas of reading, writing, and mathematics, and the three content areas, humanities, social sciences, and natural sciences.

Obviously, the Academic Profile test does not provide information on how well our students are performing on each of the eleven general education goals, and the University collects additional information from a variety of sources.

The 2005 National Survey of Student Engagement (NSSE) asked a representative sample of our first year and senior students "how much has experience at this institution contributed to your knowledge, skills, and personal development in writing clearly and effectively?"

Response	USC Total	USC Class		National Total	National Class	
		1 <sup>st</sup> Years	Seniors		1 <sup>st</sup> Years	Seniors
Very little	4.4%	0.0%	4.0%	6.2%	7.0%	5.0%
Some	19.9%	19.0%	19.0%	25.6%	28.0%	24.0%
Quite a bit	41.2%	31.0%	45.0%	40.1%	40.0%	40.0%
Very much	33.8%	40.0%	32.0%	28.0%	25.0%	31.0%

As shown, 75% of USC students responded "quite a bit" or "very much" compared to 68% nationally. On the locally developed Senior Survey in 2000, of the 34% of students surveyed who had used the writing center, 90% reported being satisfied with the services.

On the 2005 Alumni survey, administered to a 50% sample of our 2001-02 graduates, 78% of students rated their experiences at USC as "good" or "excellent" in preparing them for the oral communication tasks they needed to be successful in their current position or post-graduate education. Results from the 2005 administration of NSSE indicate that our current students are also satisfied. The following table shows results of "how much has experience at this institution contributed to your knowledge, skills, and personal development in speaking clearly and effectively?"

Response	USC Total	USC Class		National Total	National Class	
		1 <sup>st</sup> Years	Seniors		1 <sup>st</sup> Years	Seniors
Very little	8.8%	15.0%	6.0%	10.9%	14.0%	8.0%
Some	26.5%	26.0%	27.0%	30.7%	34.0%	27.0%
Quite a bit	36.8%	34.0%	38.0%	35.3%	34.0%	37.0%
Very much	27.2%	26.0%	29.0%	23.1%	18.0%	28.0%

Students on NSSE in 2005 indicated that they thought USC emphasized using computers in academic work a great deal. 50% of students responded "very much" and another 41% chose "quite a bit." This

emphasis is reflected in students' assessment of their knowledge, skills, and development in this area: over 80% of students indicated that their experiences here had contributed "quite a bit" or "very much" to their learning and skills. Our alumni responded similarly, with over 70% indicating that their experiences with computers and technology had been either "good" or "excellent" in preparing them for work or additional education.

Students on the 2005 NSSE were also asked about their knowledge, skill, and personal development in analyzing quantitative problems. USC students responded very similarly to students nationally, with 38% indicating their institution had contributed "quite a bit" to their learning and 29% indicating "very much."

The National Survey of Student Engagement also asks students how often they have tried to better understand someone else's views by imagining how an issue looks from his or her perspective. The following table shows responses in 2005:

Response	USC Total	USC Class		National Total	National Class	
		1 <sup>st</sup> Years	Seniors		1 <sup>st</sup> Years	Seniors
Never	5.1%	3.0%	5.0%	4.7%	5.0%	4.0%
Sometimes	38.2%	26.0%	42.0%	32.8%	34.0%	32.0%
Often	33.1%	48.0%	29.0%	40.3%	40.0%	40.0%
Very often	23.5%	23.0%	24.0%	22.3%	20.0%	24.0%

The Alumni Survey, administered every other year, also asks students how well their experiences at USC prepared them for workplace diversity. 2005 results indicate that, overall, students felt well-prepared in this area with over 77% indicating their experiences were either "good" or "excellent." Results from the 2002 Senior Survey show that over 75% of the students who responded either "agreed" or "strongly agreed" with the statement "USC has provided me with opportunities to understand and appreciate racial, ethnic, gender and other differences." When questioned about how much USC encourages contact among students from different economic, social, and racial backgrounds, over 51% of the 2005 NSSE respondents indicated "quite a bit" or "very much," compared to 45% nationally.

Information about students' ability to communicate in a foreign language is collected through completion of the required course sequence. The final exam in the 122 level courses is a national test of language proficiency. As such, students who successfully complete the test and the course are considered to be proficient in a foreign language.

On the 2002 Senior Survey, over 76% of students "agreed" or "strongly agreed" that USC had provided them with opportunities for aesthetic and cultural growth. Only 31% of students who responded to the 2005 NSSE indicated that, during the current school year, they had not attended an art exhibit, gallery, play, dance, or other theatre performance.

In general, students appear to acknowledge the important role the university plays in helping them acquire a broad general education. The following table shows results from the 2005 NSSE question "how much has experience at this institution contributed to your knowledge, skills, and personal development in acquiring a broad general education?"

Response	USC Total	USC Class		National Total	National Class	
		1 <sup>st</sup> Years	Seniors		1 <sup>st</sup> Years	Seniors
Very little	1.5%	2.0%	2.0%	2.5%	2.0%	3.0%
Some	8.1%	13.0%	6.0%	16.1%	17.0%	15.0%
Quite a bit	36.0%	34.0%	37.0%	42.3%	45.0%	39.0%
Very much	53.7%	52.0%	55.0%	39.1%	35.0%	43.0%

While not exhaustive, the above examples provide a general idea of the types of information and results

the University of South Carolina is collecting about its students' growth toward the general education goals. The goals, however, were developed a number of years ago, and the University has begun a re-evaluation of its general education goals, courses designed to help students meet those goals, and their assessment methods.

In 2005, Dr. Fred Medway was appointed Chair of the General Education Committee and charged by the Provost, Dr. Mark Becker, with guiding the process of revisiting the University's approach to general education. The process began with six focus groups. Two focus groups were composed of members of the University General Education Assessment Committee and four were composed of key faculty members from throughout the university who were nominated by their respective deans. The six groups consisted of a total of 29 faculty members and represented the following colleges/campuses: Arts and Sciences, Business, Education, Engineering, Hospitality, Retail, and Sport Management, Libraries, Mass Communications and Information Studies, Music, Nursing, Pharmacy, and the Regional Campuses. Three questions were posed to the groups:

*What should be the objectives, goals, value, or purpose of a general education?*

*What should be the uniqueness of the USC general education program?*

*What type of strategy should be adopted in revising the general education program?*

The University has designated certain key areas as particularly critical. These include:

- Effective and Persuasive Communication
- Effective Mathematical Reasoning and Problem-Solving
- Scientific Literacy and Technological Skills
- Global Awareness and Multicultural Understanding
- Values, Ethics, and Social Responsibility
- Life-Long Learning

The University community will continue to discuss these issues and the role of general education over the coming year.

## **Majors/Concentrations**

Majors and concentrations provide students with specialized knowledge and skills. Primary responsibility for assessing the majors falls to academic departments and programs, and to external reporting agencies, where applicable.

In 2005-2006, program reviews in Biological Sciences, Creative Writing, English, and Marine Science were scheduled. Unfortunately, the South Carolina Commission on Higher Education (SCCHE) did not fund program review at the state level. Also included are interim reports on Exercise Science, Political Science, International Studies, Public Administration, History, Philosophy, Psychology, Religious Studies, Sociology, and Sport and Entertainment Management.

### *Biological Sciences*

To be successful in this program, students must demonstrate a base of knowledge, and demonstrate understanding of and use of scientific reasoning and process. This includes, for example, creating and evaluating hypotheses, designing relevant experiments, analyzing quantitative and qualitative data, and integrating new concepts with current knowledge. Students are also expected to demonstrate information literacy and technological fluency, communicate effectively within a scientific context, and demonstrate both independent and collaborative learning skills. Additionally, graduate students are expected to demonstrate critical reading and research skills, and to be able to teach to be considered successful in the program.

Information about student success on these goals is collected in a variety of ways. The Office of Pre-Professional Advising tracks student performance on the MCAT and medical school acceptance rates which are taken as measures of base knowledge. Student performance in graduate coursework is used, along with student and peer evaluations, to measure success in content knowledge. The department also tracks students' publications and presentations, as well as grants or fellowships earned. The department administers the *Scientific Reasoning Test* and the *Learning Environment Inventory* to undergraduate students to get a variety of information about different aspects of the program, including gains in scientific reasoning and collaboration skills.

Results indicate that students appear to be making appropriate gains as they move through these programs. Faculty have noted gains in students' ability to reason and think scientifically. On the graduate level, in one specific track, students noted significant course overlap, and faculty met to rework the curriculum and remove duplicate material. Also at the request of the students, faculty have implemented a seminar series to discuss various scientific methodologies.

### *Creative Writing*

Students in this graduate program are expected to demonstrate both knowledge and use of the established techniques of one or more of the genres of creative writing. Additionally, they are expected to demonstrate understanding of literary theory and the history and development of their chosen genre. The department also expects students to produce publishable manuscripts, understand the process of getting their work published, and attain teaching positions.

The MFA advisor and Graduate Director track students' coursework. The faculty also use a written comprehensive exam to assess the range and depth of students' knowledge and the theses produced by students to determine whether they have command over literary techniques and are capable of producing publishable work. A comprehensive departmental newsletter disseminates information about the placement of students in appropriate positions.

Students are fulfilling program requirements and meeting objectives. Over the past year, students have been highly successful in publishing their work. The winner and the runner-up in the SC Fiction Contest were both students in this program. Additionally, two students have placed first novels with publishers, and numerous students have had poems or short stories accepted for publication. While the number of positions available nationally is far lower than the number of students completing an MFA, last year all of the graduates from this program found a related, full-time job or enrolled in a Ph.D. program.

### *English*

Students in this program are expected to demonstrate critical thinking skills and to express themselves effectively in both speaking and writing. Graduate students are also expected to demonstrate adequate research skills. All students are expected to demonstrate an understanding of general knowledge in the field, and graduate students are also expected to express an in-depth knowledge of their area of specialization. The department expects students at all degree levels to be prepared for the next step in their education or career.

Information about undergraduate student performance is collected through the undergraduate office with a checklist of courses and grades. Exit surveys, designed to gather information from graduating seniors about careers, job placement, and student satisfaction with the program, will be administered and summarized by the undergraduate director annually. Additionally, each semester, the undergraduate director reviews course syllabi to ensure departmental standards for study are being met. The undergraduate program committee conducts an annual review of the curriculum to ensure it supports and enables program purposes.

The Director of Graduate Studies, faculty advisors, and faculty committees collect information about how graduate students are meeting program goals, primarily through discussion about performance on written

comprehensive exams and the thesis or dissertation process.

Results indicate that students, at all program levels, are meeting the goals. Results from the exit survey administered to undergraduate students indicate general satisfaction with the program. Students ranked the areas of Linguistics and Career Preparation lower than others, and faculty have been reviewing current research on linguistics and its role in writing and the teaching of writing. To address concerns with career preparation, the undergraduate director is developing a listserv to facilitate dissemination of relevant information about careers and other opportunities, an internship program to help students gain work experience and connections, and informational meetings where students can gain more in-depth knowledge about professional schools and other options. While the results provide some reassurance that the goals are being met, the undergraduate director would like additional direct evidence of student accomplishment. As such, a tracking system is being developed which will evaluate both the rigor of the course assignments and the progress of students.

Graduate students are meeting program goals. The success rate of students in comprehensive exams has been adequate; and faculty members from various areas work together to maintain and improve the exams. To encourage additional graduate student presentations and publication of their research, the faculty are implementing a workshop to provide advice to students on these issues. The department helps students prepare for their career searches with mock interviews and feedback, and the placement rate of graduate students from this program is much higher (average of 85%) than the national average of 46%. This provides additional evidence that program goals are being met through the degree requirements.

#### *Marine Science*

Students in this program are expected to master factual content, fundamental concepts, and analytical and lab-based skills in marine science. They should also develop critical thinking skills using the scientific method, develop effective scientific oral and written communication skills, and demonstrate self-reliance and collaborative abilities. These students are also expected to gain practical research skills by participating in certain Marine Science activities, including SEAS, the REU program or an internship.

Assessment information is collected from departmental course evaluations, peer reviews of teaching, retention of declared majors, attitudinal surveys, and group discussions on courses. Information is also gathered through the advising process, use of certain courses for pre and post-testing, and surveys sent to alumni. Success of graduate students is also measured through their continued education or appropriate employment.

Assessment information collected from these methods has led to a number of significant changes in the program. Course evaluations, student retention, and group discussions suggested that first-year courses needed to focus on general marine science information and integration of the four disciplines. To facilitate this, a new first-year course sequence was developed and established. The department also moved away from group advising for first and second year students. The diversity of backgrounds was making the process difficult, and students were not always receiving the information they needed to be successful. A new capstone field course was also developed, and students have the opportunity to apply knowledge gained throughout the program to a three-week field experience that culminates in a written laboratory report. The program is currently in the process of creating a more detailed attitudinal survey and discussing how to collect additional information about students' learning.

#### *Political Science*

Students are expected to complete a challenging course of study that will provide them with the knowledge of the core elements and central themes of political science. Throughout their coursework, students are expected to communicate effectively, as well as to analyze and interpret key concepts of the discipline and of politics.

Yearly, the Undergraduate Committee and Graduate Committee, in addition to the Department Chair and Faculty Annual Review Committee, review the curriculum for all Political Science majors and also conduct a syllabus analysis of all courses. The Department Chair reviews semester course grade assignments on a regular basis and studies the grade distributions. The Department also monitors students' attendance at presentations and public events, participation in campus activities and leadership roles, and publications in peer-reviewed journals.

Results from the most recent review indicate that discussions were held with faculty in order to assure up-to-date syllabi and the most effective ways to deliver course materials were used. The review of student grade distributions showed no evidence of grade inflation. Student attendance at presentations/public events, participation in leadership roles, and papers presented at conferences and accepted for publication remains notably high.

### *International Studies*

Students are expected to learn the core elements and central themes of international studies and to cultivate their appreciation of a multi-disciplinary approach to international studies and comparative politics. Students are also expected to communicate effectively, to develop their analytical and interpretive skills, and to be active, discerning and responsible citizens of the campus and outside community.

A syllabus analysis of all courses and review of the curriculum is conducted annually by the Department Chair, Faculty Annual Review Committee, and the Undergraduate Committee and Graduate Committee. Additional information is collected via transcript analysis, review of grade distributions, and course evaluations and exit surveys. Faculty also monitor student attendance and participation in conferences, presentations, and other related activities.

Results of the curriculum review, at the undergraduate and graduate levels, suggest no changes are necessary at this time; however, new courses of topical interest are continually developed and presented as special topics courses. Discussions were held with faculty regarding syllabi and course evaluations. Student involvement and attendance in civic activities, national conferences, and other areas of involvements remains consistently high.

### *Public Administration*

To be successful in this program, students must demonstrate an understanding of the issues facing the public sector, and apply their knowledge and skills to important problems and concerns facing the state, its communities, and its citizens. Faculty also expect students to acquire and apply the managerial and analytical skills necessary for careers in the public sector.

A capstone course and internship experience are designed as culminating educational experiences for students, and the program director has frequent contact with capstone course instructors and internship supervisors to discuss students' abilities to apply the knowledge they have gained throughout the program. Information about student satisfaction with program content and scope is collected via a survey administered during advising and the course evaluations conducted at the end of every course every semester. An alumni survey is also administered to collect information about how well the program prepared students to address important problems and concerns once they graduate.

Most recent results indicate that students are meeting the goals of the program. Placement rates into jobs in the public and nonprofit sectors are good, and survey results indicate that the program is providing students with the skills needed for success.

### *History*

Students in this program are expected to think analytically, to communicate effectively, and to demonstrate research and writing skills. They are also expected to master the historiography of a major

field. In addition to this base knowledge, graduate students are expected to gain a solid understanding of a minor field. Students are also expected to understand the history profession, as well as career and internship options.

Information about student performance toward these goals is collected in a number of ways. Faculty members review undergraduate student writing samples, research, and presentations as part of the culminating gateway course, and results are shared with the Undergraduate Director. The undergraduate coordinator monitors student satisfaction with career and internship options, as well as the number of students who take advantage of these options.

Information about the success of graduate students is collected by faculty evaluations of student performance in classes. Additionally, faculty committees discuss students' performance on written and oral comprehensive exams, as well as theses and dissertations.

Information gathered from the gateway course provided little additional information about student success toward these goals, and faculty are discussing whether or not it is still a useful part of the curriculum. Students' performance on oral presentations varied, and students will continue to be asked to demonstrate skill in this area in courses. Students have indicated, on course evaluations, that they are generally satisfied with internship options. Graduate student performance in classes, measured by course grades, appears satisfactory.

#### *Philosophy*

Students are expected to demonstrate general knowledge of the discipline, the ability to read texts critically, to recognize and grasp philosophical arguments, and to be able to write philosophical papers that require research, interpretation, and argument. Graduate students are expected to demonstrate detailed knowledge of a specific area of philosophy beyond the general. They are also expected to be prepared for the next level in their education or career.

Information about students' performance is, naturally, collected by faculty teaching courses and academic advisors. As necessary, this information is shared with the Director of Undergraduate Studies and the Chair. Additionally, the teacher of the capstone course, PHIL 490, provides a written assessment of overall student performance in that course. This is shared with the faculty as a whole and used in discussions about possible programmatic changes. The Director of Undergraduate Studies also administers exit interviews to collect information about student progress toward departmental goals.

Graduate student performance is monitored through review of programs of study, and performance on comprehensive exams, theses, and dissertations. Faculty meet, both formally and informally, to discuss progress and address concerns as necessary. The Graduate Director administers exit interviews to collect additional information.

Faculty review of papers submitted as part of the requirements for the capstone course showed that students' overall knowledge of central philosophical texts was impressive, and the views articulated were quite sophisticated. Additionally, 14 of 16 graduating majors surveyed indicated they were "satisfied" or "very satisfied" with the philosophical knowledge they had acquired through their coursework. Similarly, faculty were satisfied with students' ability to assess philosophical arguments. Faculty reviewed the major research paper required in the capstone course, and noted that student performance, overall, was impressive and showed maturity and skills with philosophical ideas and arguments. Graduate students also appear to be performing adequately. The program participated in an external review in 2004 and, on the basis of recommendations from the visiting evaluators, the faculty voted to modify the structure of the course requirements to help ensure student learning and success.

#### *Experimental Psychology*

Students in this program are expected to demonstrate knowledge of the theory and research of the core



areas of psychology. Graduate students are expected also to gain in advanced knowledge in specific areas of the field. Undergraduate students also need to use scientific methodology and use psychological principles to critically evaluate information; graduate students must conduct research that advances the state of knowledge in the area of inquiry. Additionally, undergraduate students are expected to review and synthesize data, and graduate students need to design sound experiments and conduct appropriate statistical analyses. Both groups of students are expected to be prepared for the next phase of their education or career experience.

Faculty members assess student performance in a number of ways. Grade distributions for all courses are prepared by the Department Chair and shared with faculty. Student research projects are reviewed by instructors, other program faculty, and university-wide faculty committees. Additionally, graduating seniors are given an exit survey to complete on issues relating to the program. The Undergraduate office staff tabulate the results and share them with the Undergraduate committee. Graduate students are also expected to perform well on written comprehensive exams which faculty review regularly to ensure they reflect appropriate knowledge and skills. Information about the number of papers or posters presented or published is collected by the Program Director. Information about students' activities after they graduate is also collected and shared as necessary.

Results indicate that students are meeting program goals. For all classes reporting grade distributions, over 85% of students earned a grade of C or better. In the Spring of 2005, 39 students completed the exit survey. Over 97% of respondents either "agreed" or "strongly agreed" that courses had helped them "understand important areas in psychology. Almost 90% noted that they either "agreed" or "strongly agreed" with the statement that courses had helped them to "become able to competently discuss psychological topics." Additionally, all presentations at the department-sponsored Research Showcase held in April 2005 were considered proficient by faculty observers.

Although graduate student performance during their first year was deemed satisfactory, the faculty discussed possible revisions to the curriculum to provide even stronger coverage of core areas. As such, beginning in the Fall of 2006, the requirement for two six-credit proseminars has been replaced with a choice of six of eight two-credit basic or integrative module courses. This is expected to provide greater flexibility and focus in the early training of Ph.D. students. Additionally, faculty made permanent the requirement of two one-hour ethics courses, and included a change to allow for one-hour courses in specialty topics. These changes will be evaluated by the program faculty in the coming years.

In all three areas of advanced knowledge, students performed well on a variety of projects including class presentations, exams and written papers. Students seem well-prepared to contribute to the field. Most students either present papers or posters, or have had research projects published. Of the seven most recent Ph.D. graduates, three obtained Post-Doctoral positions, three obtained Assistant Professor positions, and one obtained a research position in the private sector.

### *School Psychology*

Students are expected to learn and use a variety of skills to aid in problem identification and the development of appropriate intervention programs. Students are also expected to communicate effectively, demonstrate problem-solving skills, and appreciate cultural, racial, and gender differences, among others.

Information about student progress toward these goals is collected in a variety of ways. Faculty meet, both formally and informally, to evaluate student performance on major products, including oral and written comprehensive exams, and research products. Course syllabi are regularly reviewed to ensure program goals are addressed in core classes. Additionally, instructors are reviewed by peers, and the program participates in regular external reviews to identify strengths and weaknesses.

The most recent review of results indicates that students are developing the appropriate mastery of skills

and progressing toward graduation at an appropriate rate. Specifically, 100% of students who attempted oral and written comprehensive exams earned passing scores. Additionally, 100% of students obtained a competitive internship placement where they have the opportunity to practice and further develop their skills.

The number of faculty in this program has decreased in recent years, creating some concerns about how the program can best meet the student learning goals. Faculty and staff will continue to monitor student progress, and assessment results in the future may further indicate the need for new faculty to be recruited.

### *Religious Studies*

To be successful in this program, students are expected to demonstrate written and oral communication and critical thinking skills, and to understand the major methodological approaches used to study religion. They are also expected to develop significant knowledge in content areas and to be able to compare beliefs, values, and rituals across different historical periods and cultural settings.

Student progress toward these goals is measured in a variety of ways. A culminating course which takes the form of a supervised research project or other creative work must be defended before a faculty committee. Students are also asked to comment on the program's strengths and weaknesses in an exit survey. The work of graduate students, including annual discussions, comprehensive exam results, and theses results, are collected into student folders and are reviewed by the faculty as a whole. This information is discussed in an annual assessment of the program in which all faculty participate.

Results, in general, indicate that students are meeting many of the program's goals. Faculty concluded that students showed substantial progress in their critical thinking and analyses skills. However, faculty were less satisfied with undergraduate student performance on the project designed to be a culminating experience. As a result, faculty advisors will be working more closely with students, beginning earlier in the semester, to help ensure students create quality products to demonstrate their learning. Graduate student performance on progress toward goals ranged between adequate to excellent; overall, however, faculty were satisfied with student performance. As the diversity of courses offered has decreased slightly over the years, faculty are currently reviewing options to resolve this issue to ensure that students continue to be exposed to the content necessary to allow them to meet program goals.

### *Sociology*

Students in this program are expected to demonstrate an understanding of fundamental sociological principles and perspectives. Students are also expected to communicate effectively and demonstrate an understanding of scientific methods and statistical methods. Graduate students are expected to participate in research projects with faculty for the purpose of developing professional research skills.

Information about student progress, at the graduate level, is collected in a number of ways. Course evaluations are collected routinely by all faculty. Exit surveys are administered to M.A. and doctoral students after they complete their program of study and have their M.A. thesis or dissertation approved. Annual activity reports are collected which request information on students' professional accomplishments, including conference presentations, manuscripts under review, publications, grants, grant proposals and awards. At the undergraduate level, student transcripts are monitored by advisors each semester and a Senior Exit Survey is administered at the end of each semester. The results of the Senior Exit Survey are shared with the faculty each year.

Students, at all levels, appear to be meeting these goals. Several masters and doctoral students have presented papers at professional meetings; while others have had papers accepted for publication or have received awards for their scholarship. Exit surveys indicate that all undergraduate students were satisfied or very satisfied with their academic preparation as provided by the sociology department.

### *Sport and Entertainment Management*

Students in this program are expected to develop skills useful to functioning as a professional in the field, including written and oral communication abilities and computer and information literacy, and critical research skills. They are also expected to demonstrate understanding of and be able to apply the variety of business concepts utilized in the field.

Both internal and external evaluation techniques are used to measure the educational goals of the program. A survey is administered to graduates, asking about the communication, computer usage, math abilities, and business emphasis in the curriculum. Students are also asked to rate the internship requirement. The Chair of the department receives information about student performance in the internship from the supervisor of this external experience. This information is collected, generalized, and reviewed by faculty for curriculum development and review.

Results indicate that students are meeting program goals. Survey results indicate that students, on average, rate their written and oral communication preparation between "good" and "excellent." Additionally, supervisors of new graduates from the program, over the past two years, have indicated satisfaction with the effectiveness of the oral and written communication skills of their new employees. Graduates have rated their preparation in fundamental mathematical abilities and computer and information literacy as "excellent." Almost 70% of graduates rated the business component of the curriculum as "excellent," and almost 65% said the same for their practicum and internship requirements.

### **Title II of the Federal Higher Education Act of 1998**

Information regarding Title II is not yet available from the State Department of Education. When the information is released to the University, it will be available at: [www.ed.sc.edu](http://www.ed.sc.edu).

### **Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce**

As part of its mission, the University is resolved to enhance the industrial, economic, and cultural potential of the state so that South Carolina and the University can prosper together. All USC campuses play a vital role in the economy of South Carolina. A study by the Division of Research in the Moore School of Business that quantifies this economic impact can be found at <http://kudzu.ipr.sc.edu/effectiveness/uscimpact.pdf>

Since 1993, the University has included a technology and computer use goal in its *Eleven General Education Goals* that were established by the Provost's Assessment Advisory Committee. The goal states that students will be able to use computers and other technology to perform tasks appropriate to their major fields. Each college is responsible for establishing minimum standards that students must meet before graduation, outlining the courses offered that help students learn these skills, and how the skills are assessed. This information is available at <http://kudzu.ipr.sc.edu/assessment/compskills>. To reach the goal, students are expected to use computers to create, edit, and revise written texts, analyze quantitative data, access information and databases, integrate graphical, visual, and statistical information into written presentations, and send and receive electronic communication.